

# Southport Elementary School

Students **E**xcelling & **S**ucceeding



## School Improvement Plan 2020-2021

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# **Revision of the Southport Elementary School Improvement Plan**

## **(1) INTRODUCTION**

- **Narrative Description of the School, the Community, and the Educational Programs**

### **Perry Township Schools' Profile**

Perry Township Schools and Southport Elementary School are located in the south central portion of Marion County, Indiana. The population of Perry Township is nearly 109,000. The district serves over 16,000 students in grades preschool-12. It is the 6th largest school district in the state of Indiana. The student enrollment is composed of approximately 30.1% Asian; 4.9% Multiracial; 15.1% Hispanic; 8.2% African-American and 41.5% White. The district services almost 5,000 ELL students (around 28% of the township's enrollment). The district's free and reduced population is over 70%.

The school district is composed of four kindergarten academies, eleven elementary schools, two sixth grade academies, two middle schools, two high schools, an Alternative Education Program. Eleventh and twelfth grade high school students may attend the Central Nine Vocational/Technical School. Additional facilities include the Perry Township Education Center, Transportation Center, Service Building, Holder Athletic Field and Perry Township Stadium.

In August 2004, the township opened the two 6<sup>th</sup> grade academies serving each side of the district. Perry Meridian Sixth Grade Academy serves five elementary schools on the west side. Southport Sixth Grade Academy serves six elementary schools on the east side.

Indianapolis financial institutions, newspapers, radio and television stations serve Perry Township. The school district is accessible to all Indianapolis transportation facilities, including an international airport, train and bus terminals, metro buses and major highways.

Indianapolis cultural and recreational facilities are within easy access of Perry Township and include the Colts NFL team, the Pacers NBA team, the Indians AAA baseball team, the ICE hockey team, the Fever WNBA team, the Indianapolis Symphony and the Indiana Repertory Theater.

Institutions of higher education include Christian Theological Seminary, Marian College, Butler University, Indiana University-Purdue University of Indianapolis and our neighbor, the University of Indianapolis.

All schools have active PTA's and other parent organizations that provide an opportunity for parents to be involved in school activities and decision-making.

Southport Elementary School is in its 58<sup>th</sup> year of operation (opened 1962). A new addition was built on the school in 1966. In the fall of 1999, the addition of a new Large Group Instruction Room as well as expansion to the Media Center was complete. All areas of the building were renovated and the Art/Music Fine Arts Complex was expanded. In the spring of 2017, four additional classrooms were added on the Southeast corner of the building, a new staff lounge was created and two new sets of student restrooms were added.

Our school motto is “Students Excelling & Succeeding.” Our unofficial motto is “Whatever it takes!” The staff works very hard to help each child reach his/her full learning potential through a wide variety of instructional strategies. In 2017-2018, the staff added “Every child, every day” to our unofficial motto to capture our work around equity and closing the opportunity gap for our students.

Economically, our community is highly diverse, ranging from families below the poverty line to upper-middle class. We draw from four apartment complexes and a series of modest neighborhoods. Approximately 53% of our total student enrollment qualify as English Learners.

Our school has an 85.1% free/reduced lunch rate with a large breakfast program where all students can eat breakfast each day. We are a School-Wide Title I school.

There are 74 staff members including teachers, part-time Student Support Manager, full-time speech clinician, safety assistant, instructional assistants, custodians, cafeteria, office personnel and administrators. Our auxiliary personnel consist of a nurse, social worker, and a school psychologist. We also have a partnership with the mental health agency Adult and Child.

We have 4 full day kindergarten classroom, 5 first grade classrooms, 5 second grade classrooms, 5 third grade classrooms, 5 fourth grade classrooms, and 4 fifth grade classrooms. Our special education services include: Inclusion and pull out services.

Educational programs are consistent with all elementary schools including the curriculum materials listed in the next subsection. We use 6 + 1 Writing Traits, and Literacy Groups/Book Clubs K-5.

- **Description and Location of Curriculum and Its Location**

All curriculum used by Southport Elementary School is in compliance with standards set forth by the State of Indiana, the M.S.D. of Perry Township guidelines and its Strategic Plan. Southport Elementary uses the McGraw Hill Reading Wonders literacy series K-5. We implement the leveled or banded book clubs K-5 as well as small group differentiated literacy centers.

Book Clubs are an essential component to the language arts curriculum. Our first grade and second grade participate in Book Clubs. Book Clubs are scheduled at the same time for these primary grades so teachers can flexibly group students according to the students' reading level. Southport has a Literacy Library which houses many leveled books that teachers can choose from for their Book Clubs.

This year Southport Elementary will be using the Mclass Wireless Generation program to assess K-2 students in DIBELS and TRC. Teachers will progress monitor their at-risk students categorized by DIBELS and will also provide daily targeted intervention to those students.

The Intermediate Grades, 3-5, have Flexible Book Clubs or Literacy Groups. The goal is for students to continue to have meaningful discussions in literature and to foster the love of reading for a lifetime. This is also a time for targeted strategic interventions for reading strategies with instructional staff. The district adopted the 2015 version of Everyday Math. Copies of these curriculum guides and current textbooks used are available in our School Office.

We utilize the following textbook adoptions for our curriculum:

· Reading	Houghton Mifflin Harcourt
· Spelling	Houghton Mifflin Harcourt
· English	Houghton Mifflin Harcourt
· Writing	Scott Foresman Publishers, "D'Nealian", copyright 1999
· Mathematics	McGraw Hill, "Everyday Math", copyright 2004
· Social Studies	Scott Foresman Publishers, copyright 2003
· Science	Carolina Science
· Health	Scott Foresman, Science, copyright 2000
· Art	Barrett Kendall Publishing, "Portfolios", copyright 1998 Guy Hubbard Publishing, "Art in Action", copyright 1987
· Music	Music-Quaver's Beyond Marvelous INDIANA General Music
Curriculum	

- **Titles and Descriptions of Assessment Instruments Used in Addition to ILEARN**

Brigrance Inventory - given to all kindergarten students

Brigrance Inventory & Kaufman Test - to screen for early admission to 1st Grade.

Observation Summary – First Grade students are given this assessment to determine his/her understanding of letters, words, book handling skills, reading and writing. This assessment is a measure of early literacy skills. The results are used to establish what literacy group level all first graders will begin the year.

Running Records – Students in First Grade are administered this assessment to determine their growth in reading skills, fluency and comprehension. The results are used to target specific weaknesses for remediation.

DIBELS –All students K-2 will be benchmarked 3 times a year. Students who fall into the yellow and red at risk groups will have daily interventions provided to them by the teacher. Yellow group students will be progress monitored every 4 weeks and red group students will be progress monitored every 2 weeks.

Fluency Checks – One-minute oral reading test to assess fluency, expression and phrasing to drive the meaning of the text. This assessment is given to all First and Second Grade students.

Oral Comprehension Checks – A quick assessment of a student’s ability to read for meaning.

TRC Assessments- All students K-2 will be assessed every 8 weeks to provide accurate guided reading levels that follow the Fontess and Pinnell leveling system.

IXL – Web based program targeting grade level math and language arts skills.

Reading Counts Growth Report – This report shows a student’s Lexile level and success with reading comprehension at the independent level. Teachers can monitor increase in Lexile levels and comprehension rates at each level.

WIDA – given to all ESL students in Gr. K – 5 to establish a language level of 1 – 6.

NNAT – Non-Verbal Ability Test is administered to First Grade ESL students to assign them a language level of 1 – 5.

WATERFORD: Web based program focused on primary literacy skills.

Evaluate- given to all grade 2-5 students. Acuity offers tests in reading and math. Students will take the 9 diagnostic tests as well as the to measure mastery of Indiana Academic Standards and determine each student’s potential pass/fail rates on ISTEP+. It also enables the teachers, and the TAP Instructional Leadership team and the principal to generate a wide variety of reports for classrooms, grade levels and individual students. Teachers complete data analysis reports and create an action plan on how to embed interventions into the students’ areas of weaknesses. Teachers can also use Acuity information to enrich the lessons for students. The Evaluate Assessment is a “teacher friendly” tool that helps drive instructional decisions based on immediate data. It also allows us to track classroom, grade level and building level trends. It also fosters accountability to the classroom, the grade level and the building.

COGAT are given to all students in grades 2 and 5. For the qualifying students, they take an additional screener to qualify for high ability.

Southport students also participate in McGraw Hill Reading Assessments in grades K through 5. These tests serve both a diagnostic and evaluation purpose. Teacher-made tests and rubrics as well as, “chapter tests” complete the non-ISTEP+ assessment program.

Scholastic Reading Inventory- All students in grade 3-5 will take regular Scholastic Reading Inventory tests to identify their Lexile level. This will show how they have grown as well as identify what their optimal literacy instructional level may be.

## **(2) Statement of Mission**

- **Southport Elementary Mission Statement**

The administrators, teachers, faculty, parents, and community will create a secure and loving environment in which all students will excel in academic standards, appreciate the arts, develop a healthy and physically fit lifestyle, and accept responsibility for their actions. The students will become self-disciplined, life-long learners and productive citizens in a global society.

- **Beliefs**

### **Belief Statements**

- All children have a right to an education.
- All children need discipline and structure to give them stability and security in their lives.
- All children need dignity and self-worth.
- Patriotism and loyalty to our country is fostered and embraced.
- Our students and staff must have a nurturing environment in which all members feel physically and emotionally safe.
- Teachers, parents and the community should work as partners to provide each child the needed support and environment for success, which include high expectations, responsibility and accountability.
- Everyone should give his or her personal best each day.
- Everyone deserves to be treated with mutual respect.
- Good attendance is a keystone for an optimum learning experience.
- All children flourish in a heterogeneously grouped.

### (3) Summary of Data

Student Achievement Objectives, Derived from an Assessment of the Current Status of Educational Programming:

**A-F Accountability Report Card**  
**2012 Elementary/Middle School Model-Student Report**  
**M S D Perry Township (5340)**  
**Southport Elementary School (5347)**

**Overall Grade**

**C - 2.25 Points (maximum 4.0)**

**Summary Data**

**English/Language Arts 2.50 Points**

	Performance	Bottom 25% with High Growth	Top 75% with High Growth	Overall Group with Low Growth	Bottom 25% Participation	All Remaining Participation
Numerator	189	12	32	47	34	221
Denominator	244	33	99	132	34	223
Percent	77.5%	36.4%	32.3%	35.6%	*	99.2%*
Grade Points	2.50	0.00	0.00	0.00	0.00	0.00

**Math**

**2.00 Points**

	Performance	Bottom 25% with High Growth	Top 75% with High Growth	Overall Group with Low Growth	Bottom 25% Participation	All Remaining Participation
Numerator	186	5	36	53	39	230
Denominator	256	37	110	147	39	232
Percent	72.7%	13.5%	32.7%	36.1%	*	99.3%*
Grade Points	2.00	0.00	0.00	0.00	0.00	0.00

\*Bottom 25% subgroup size too small for Participation calculation. Group combined with All Remaining for result.

C

**A-F Accountability Report Card**  
**2013 Elementary/Middle School Model-Student Report**  
**M S D Perry Township (5340)**  
**Southport Elementary School (5347)**

**Overall Grade**

**A - 4.00 Points (maximum 4.0)**

**Summary Data**

**English/Language Arts 4.50 Points**

	Performance	Bottom 25% with High Growth	Top 75% with High Growth	Overall Group with Low Growth	Bottom 25% Participation	All Remaining Participation
Numerator	170	17	35	26	31	206
Denominator	221	28	79	107	31	206
Percent	76.9%	60.7%	44.3%	24.3%	*	100.0%*
Grade Points	2.50	1.00	1.00	0.00	0.00	0.00

**Math**

**4.50 Points**

	Performance	Bottom 25% with High Growth	Top 75% with High Growth	Overall Group with Low Growth	Bottom 25% Participation	All Remaining Participation
Numerator	171	17	42	29	33	214
Denominator	225	31	91	122	33	214
Percent	76.0%	54.8%	46.2%	23.8%	*	100.0%*
Grade Points	2.50	1.00	1.00	0.00	0.00	0.00

\*Bottom 25% subgroup size too small for Participation calculation. Group combined with All Remaining for result.

**A-F Accountability Report Card**  
**2014 Elementary/Middle School Model-Student Report**  
**Perry Township Schools (5340)**  
**Southport Elementary School (5347)**

**Overall Grade**

**A - 4.00 Points (maximum 4.0)**

**Summary Data**

**English/Language Arts 5.00 Points**

	Performance	Bottom 25% with High Growth	Top 75% with High Growth	Overall Group with Low Growth	Bottom 25% Participation	All Remaining Participation
Numerator	181	19	53	13	34	203
Denominator	215	32	85	117	34	203
Percent	84.2%	59.4%	62.4%	11.1%	*	100.0%*
Grade Points	3.00	1.00	1.00	0.00	0.00	0.00

**Math**

**4.00 Points**

	Performance	Bottom 25% with High Growth	Top 75% with High Growth	Overall Group with Low Growth	Bottom 25% Participation	All Remaining Participation
Numerator	175	10	43	30	33	211
Denominator	218	31	92	123	33	211
Percent	80.3%	32.3%	46.7%	24.4%	*	100.0%*
Grade Points	3.00	0.00	1.00	0.00	0.00	0.00

\*Bottom 25% subgroup size too small for Participation calculation. Group combined with All Remaining for result.

**Note: Due to Hold Harmless Legislation, we retained our Accountability Grade of an A from 2014.**

## A-F Accountability Report Card

**2015 Elementary/Middle School Model-Student Report  
Perry Township Schools (5340)  
Southport Elementary School (5347)**

### Overall Grade

**C - 2.50 Points (maximum 4.0)**

### Summary Data

#### **English/Language Arts 3.50 Points**

	Performance	Bottom 25% with High Growth	Top 75% with High Growth	Overall Group with Low Growth	Bottom 25% Participation	All Remaining Participation
Numerator	136	26	47	24	32	175
Denominator	195	31	90	121	32	176
Percent	69.7%	83.9%	52.2%	19.8%	*	99.5%*
Grade Points	1.50	1.00	1.00	0.00	0.00	0.00

#### **Math**

#### **1.50 Points**

	Performance	Bottom 25% with High Growth	Top 75% with High Growth	Overall Group with Low Growth	Bottom 25% Participation	All Remaining Participation
Numerator	134	13	27	36	34	185
Denominator	200	32	93	125	34	186
Percent	67.0%	40.6%	29.0%	28.8%	*	99.5%*
Grade Points	1.50	0.00	0.00	0.00	0.00	0.00

\*Bottom 25% subgroup size too small for Participation calculation. Group combined with All Remaining for result.

**Indiana Department of Education Student Centered Accountability  
2015- 2016  
Perry Township Schools (5340)  
Southport Elementary School (5347)**

Overall Summary (511 IAC 6.2-10-3)				Enrollment		
	Points	Weight	Weighted Points		Enrollment	Enrollment Percent
Performance Domain	66.90	0.50	33.45	Grades 03-08	250	100.00 %
Growth Domain	113.20	0.50	56.60	Grades 09-12	0	0.00 %
Multiple Measures Domain	0.00	0.00	0.00			
			<b>Overall Points:</b>			
			<b>Overall Grade:</b>			
			<b>A</b>			

**Summary by Domain**

Performance Domain (511 IAC 6.2-10-4)							Performance Summary			
	Grades 03-08			Grade 10				Points	Weight	Weighted Points
	Pass Rate	Participation	Points	Pass Rate	Participation	Points				
English/Lang. Arts	72.4 % ( 157 / 217 )	98.4 % ( 254 / 258 )	72.4	N/A	N/A	N/A	E/LA (Grades 3-8)	72.4	0.50	36.20
							Math (Grades 3-8)	61.4	0.50	30.70
Mathematics	61.4 % ( 135 / 220 )	100.0 % ( 269 / 269 )	61.4	N/A	N/A	N/A	E/LA (Grade 10)	N/A	N/A	0.00
							Math (Grade 10)	N/A	N/A	0.00
							<b>Total Performance Points</b>			<b>66.9</b>

Growth Domain (511 IAC 6.2-10-5)									Growth Summary			
	Grades 04-08			Grades 09-12						Points	Weight	Weighted Points
	Top 75% Growth	Bottom 25% Growth	Points	Top 75% Growth	Bottom 25% Growth	Points	10th to 12th Imp.	Points				
English/Lang. Arts	113.2	125.8	119.5	N/A	N/A	N/A	N/A	N/A	E/LA (Grades 4-8)	119.5	0.50	59.75
									Math (Grades 4-8)	106.8	0.50	53.40
Mathematics	108.2	105.3	106.8	N/A	N/A	N/A	N/A	N/A	E/LA (Grades 9-12)	N/A	N/A	N/A
									Math (Grades 9-12)	N/A	N/A	N/A
									<b>Total Growth Points</b>			<b>113.2</b>

Multiple Measures Domain (511 IAC 6.2-10-6)						Multiple Measures Summary			
CCR Indicator			Graduation Indicator				Points	Weight	Weighted Points
CCR Achievement Rate	State CCR Factor (25% Goal)	Points	4 Year Graduation Rate Points	5 Year Graduation Rate Imp. Points	Points				
N/A	4.00	N/A	N/A	N/A	N/A	CCR	0.0	0.00	0.00
						Graduation	0.0	0.00	0.00
						<b>Total Multiple Measures Points</b>			<b>0.0</b>

**Indiana Department of Education Student Centered Accountability  
2015- 2016  
Perry Township Schools (5340)  
Southport Elementary School (5347)**

Overall Summary (511 IAC 6.2-10-3)					Enrollment		
	Grades	Points	Weight	Weighted Points		Enrollment	Enrollment Percent
Performance Domain	Grades 03-08	66.90	0.500	33.45	Grades 03-08	250	100.00 %
Performance Domain	Grade 10	0.00	0.000	0.00	Grades 09-12	0	0.00 %
Growth Domain	Grades 04-08	113.20	0.500	56.60			
Multiple Measures Domain	Grade 12	0.00	0.000	0.00			
				<b>Overall Points:</b>			
				<b>Overall Grade:</b>			
				<b>A</b>			

**Summary by Domain**

Performance Domain (511 IAC 6.2-10-4)							Performance Summary			
	Grades 03-08			Grade 10				Points	Weight	Weighted Points
	Pass Rate	Participation	Points	Pass Rate	Participation	Points				
English/Lang. Arts	72.4 % ( 157 / 217 )	98.4 % ( 254 / 258 )	72.4	N/A	N/A	N/A	E/LA (Grades 3-8)	72.4	0.50	36.20
							Math (Grades 3-8)	61.4	0.50	30.70
							<b>Performance Points (Grades 03-08)</b>			<b>66.9</b>
Mathematics	61.4 % ( 135 / 220 )	100.0 % ( 269 / 269 )	61.4	N/A	N/A	N/A	E/LA (Grade 10)	N/A	N/A	0.00
							Math (Grade 10)	N/A	N/A	0.00
							<b>Performance Points (Grade 10)</b>			<b>0.0</b>

Growth Domain (511 IAC 6.2-10-5)									Growth Summary			
	Grades 04-08			Grades 09-12						Points	Weight	Weighted Points
	Top 75% Growth	Bottom 25% Growth	Points	Top 75% Growth	Bottom 25% Growth	Points	10th to 12th Imp.	Points				
English/Lang. Arts	113.2	125.8	119.5	N/A	N/A	N/A	N/A	N/A	E/LA (Grades 4-8)	119.5	0.50	59.75
									Math (Grades 4-8)	106.8	0.50	53.40
Mathematics	108.2	105.3	106.8	N/A	N/A	N/A	N/A	N/A	E/LA (Grades 9-12)	N/A	N/A	N/A
									Math (Grades 9-12)	N/A	N/A	N/A
									<b>Total Growth Points</b>			<b>113.2</b>

Indiana Department of Education Student Centered Accountability  
2017- 2018  
Perry Township Schools (5340)  
Southport Elementary School (5347)

Overall Summary (511 IAC 6.2-10-3)				
	Grades	Points	Weight	Weighted Points
Performance Domain	Grades 03-08	69.60	0.500	34.80
Performance Domain	Grade 10	0.00	0.000	0.00
Growth Domain	Grades 04-08	109.10	0.500	54.55
Growth Domain	Grades 10-12	0.00	0.000	0.00
Multiple Measures Domain	Grade 12	0.00	0.000	0.00
Overall Points:				89.4
Overall Grade:				B

Enrollment		
	Enrollment	Enrollment Percent
Grades 03-08	299	100.00 %
Grades 09-12	0	0.00 %

#### (4) Conclusions

- Curriculum Supports the Achievement of Indiana Academic Standards

The district curriculum, under which Southport Elementary School functions, is based upon Indiana's College and Career Ready Standards.

- Instructional Strategies That Support the Achievement of Indiana Academic Standards

Our district and school have conscientiously gone about the task of aligning the Indiana Standards with the curriculum and have provided instruction that is tailored to those standards. Our staff is aware that these standards will provide the foundation for ILEARN testing. Utilizing the TAP method of professional development we have selected building-wide strategies based off of our formative and summative student achievement data throughout the year. These strategies are taught to students and teachers over 8-12 weeks. The data on their proficiency of each step in the process of the strategy is collected and utilized to tailor the professional development to get the necessary results. A district wide committee determined there were gaps between the math series we were using and math standards. Everyday Math was adopted to remedy this problem. Teachers at Southport Elementary use a wide variety of instructional strategies to address the different learning styles of our students. We administer the Everyday Math instruction utilizing the quadrant model of instruction which is a small group differentiated model. They provide differentiated learning to assist the students in successfully mastering the Indiana Academic Standards. The teachers provide whole group, small group, and one-on-one instruction through our small group differentiated literacy instruction model. Book Clubs/Literacy Groups, 6 + 1 Writing Traits, IXL and Waterford Computer Programs, manipulatives, graphic organizers, Thinking Maps, and Project-Based Learning are some of the examples of how the instruction is delivered in a wide variety of styles and methods.

- Conclusions About Student Achievement Based on ISTEP and Other Assessment Strategies

## **ISTEP+/ILEARN Assessment**

When comparing our 2015 A-F accountability Report results based on the ISTEP+ Achievement data, to the 2016 A-F Accountability report results a number of things should be noted. First and foremost the Indiana Department of Education as well as the state Legislature recognized that due to the combination of a short timeline that schools had to adjust to new Indiana College and Career Readiness standards as well as ISTEP testing challenges, didn't allow for an accurate depiction of our students and school's ability over the last couple of years.

The changes to how growth is measured and calculated makes comparing the last two ISTEP+ tests very difficult. However for the sake of the process moving forward we will attempt to make comparisons to the achievement results.

It is important to note that Southport Elementary School received an A rating.

- 1.) The Overall English language Arts score increased from 69.7% on the 2015 ISTEP+ Assessment to 72.4% on the 2016 ISTEP+ Assessment.
- 2.) The Overall Math score decreased from 67% on the 2015 ISTEP+ Assessment to 61.4% on the 2016 ISTEP+ Assessment.
- 3.) In Language arts we received 113.2 Points for high growth for students in the Top 75%.
- 4.) In Language arts we received 112.5 points for high growth for students in the bottom 25%.
- 5.) In Language Arts the total points earned for growth in both the top 75% and the bottom 25% after calculation was 119.5.
- 6.) In math we received 108.2 Points for high growth for students in the Top 75%.
- 7.) In math we received 105.3 points for high growth for students in the bottom 25%.
- 8.) In math the total points earned for growth in both the top 75% and the bottom 25% after calculation was 106.8.

- **Parental Participation in the School**

Southport has always welcomed and promoted parent involvement and would like to see this resource grow with each coming year. The role of the PTA is to plan activities that will benefit the students and their families both socially and academically. Parents and teachers are represented at each PTA Board Meeting. Parents assist as room helpers, Media Center volunteers for our Book Fairs, and chaperones on field trips. Our PTA sponsors and works in partnership with us on Cultural Arts Events, skating parties, Sock-hops, and "Family Math, Literacy and Technology Night". Our PTA fundraisers assist

with our Literacy Initiative and they helped the school to purchase the books for a “Leveled Library” to support Book Clubs and Literacy Groups. Monies from this program are used to fund books and quizzes to support our Scholastic Reading Counts Program.

This year, with our new Everyday Math program, we have provided opportunities for parents and students to attend evening programs whereby mathematical concepts are discussed and reviewed with an opportunity for parents to participate in hands on activities. The Math, Literacy and Technology Nights encourage parents and students to read together, work on math together and implement technology into their lives. Some of our themes for Literacy Night include the following: “Dr. Seuss Night”, “Pig Out on Reading”, “Read-it, Read-it”, “Curl Up With a Good Book and Read”, “Who Let the Readers Out?”, and “Survivor Night”. Parents and students come for dinner and then do literacy activities throughout the school. Teachers and parent volunteers assist with the different stations. We take pictures of families and give away books for the students to add to their home library.

- **Technology as a Learning Tool**

Technology is used to enhance the curriculum in a variety of ways at Southport Elementary School. Each classroom has been converted into 21<sup>st</sup> Century Classrooms. We currently utilize 1:1 devices at school with all of our 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> Grade students.

Teachers regularly utilize Smart Boards during their instruction.

The Instructional Media Center (IMC) offers other opportunities to use technology in learning. A Dynix computer catalog provides a listing of library media resources for the entire school district allowing for inter-library loans of materials. We also offer E-Readers for students to check out.

A student-directed Television Station delivers the morning news on “Eagle Action News”. Students fill the roles of Director, Cameraperson, News Anchor, Weather Person, Audio, Video and Transition Worker. Students write all of the scripts for the daily production.

All teachers have a telephone and voice mail to increase parent involvement. There is a Technology Team, which drives expansion of the existing program. A representative from this committee serves on the District Technology Committee. A teacher serves as the Web Master for the school and updates the information monthly.

Staff Development is provided by Township Staff Developers. We are utilizing electronic Report Cards and the Skyward Gradebook Program to assist teachers in tracking the Indiana Standards and student mastery. The Staff Development Department has played a key role in this effort.

- **Safe and Disciplined Learning Environment**

The Metropolitan School District of Perry Township's School Board has adopted an extensive policy related to school safety/discipline. The school system was one of the first districts to adopt its School Safety Emergency Preparedness and Crisis Intervention Plans. Each school has its own Safety/Crisis team. There is a township plan that provides tools and procedures for communication with community agencies. Discipline in our schools is addressed with support of adopted policy and guidelines. At the beginning of each school year, a copy of the policy, "Student Rights and Responsibilities," is mailed to all students and parents and distributed to the staff. Meetings are held with students and staff to review policy. District committees meet annually to review both safety and discipline policies. A complete copy of both "Safety and Discipline" policies is available in all buildings in the district.

Southport Elementary strives to provide a safe and disciplined environment. We have the following procedures in place to create a safe school:

- All exterior doors are kept locked and visitors must be buzzed in after identifying themselves. All staff members have outside door keys and classroom door keys.
- All visitors sign in at the reception area. Visitors ID's are scanned and the Raptor system does a limited background check before a guest is admitted with a large, photo ID visitors badge.
- Administrators, Office Personnel, the Head Custodian and teachers on Recess Duty have hand-held radio communication units.
- A "Lock Down" Drill is practiced twice a year with students and staff. This drill calls for a total building lock down in case of an intruder or a dangerous situation in the building, which would warrant keeping students safe in classrooms.
- Students and staff practice Fire Drills monthly and Severe Weather Drills four times a year so that everyone knows what to do in an emergency.

Students recite the "Character Pledge" each morning after the Pledge of Allegiance. Our character words of "Kind, Honest, Respectful, Responsible, and Problem Solver" are displayed on banners in all the hallways. Behavior expectations are posted in all areas of the school and referred to daily. Outstanding citizenship is recognized each month with a "Citizen of the Month" luncheon. Parents are invited to celebrate good citizenship by coming to lunch at school. Students receive a special certificate, pencil, badge and lunch treat. Classmates recognize them with a special ceremony at lunch and their names are published in our bulletin.

# Southport Elementary School Character Pledge

**I am somebody special and unique**

**I Pledge to be:**

**Kind**

**Honest**

**Responsible**

**Respectful**

**and a Problem Solver**

**Today, I choose to give my all**

**and be the best ME I can be!**

**AT SES WE DO OUR BEST**

The staff at Southport Elementary School created a time line to assist in the implementation of this new Character Education Program. The duties were divided among several staff members, the administration, parents and the community. Our new motto is “Students Excelling and Succeeding”. SES is an acronym for Southport Elementary School. We have included our timeline in this document.

## **SOUTHPORT ELEMENTARY SCHOOL MISSION STATEMENT:**

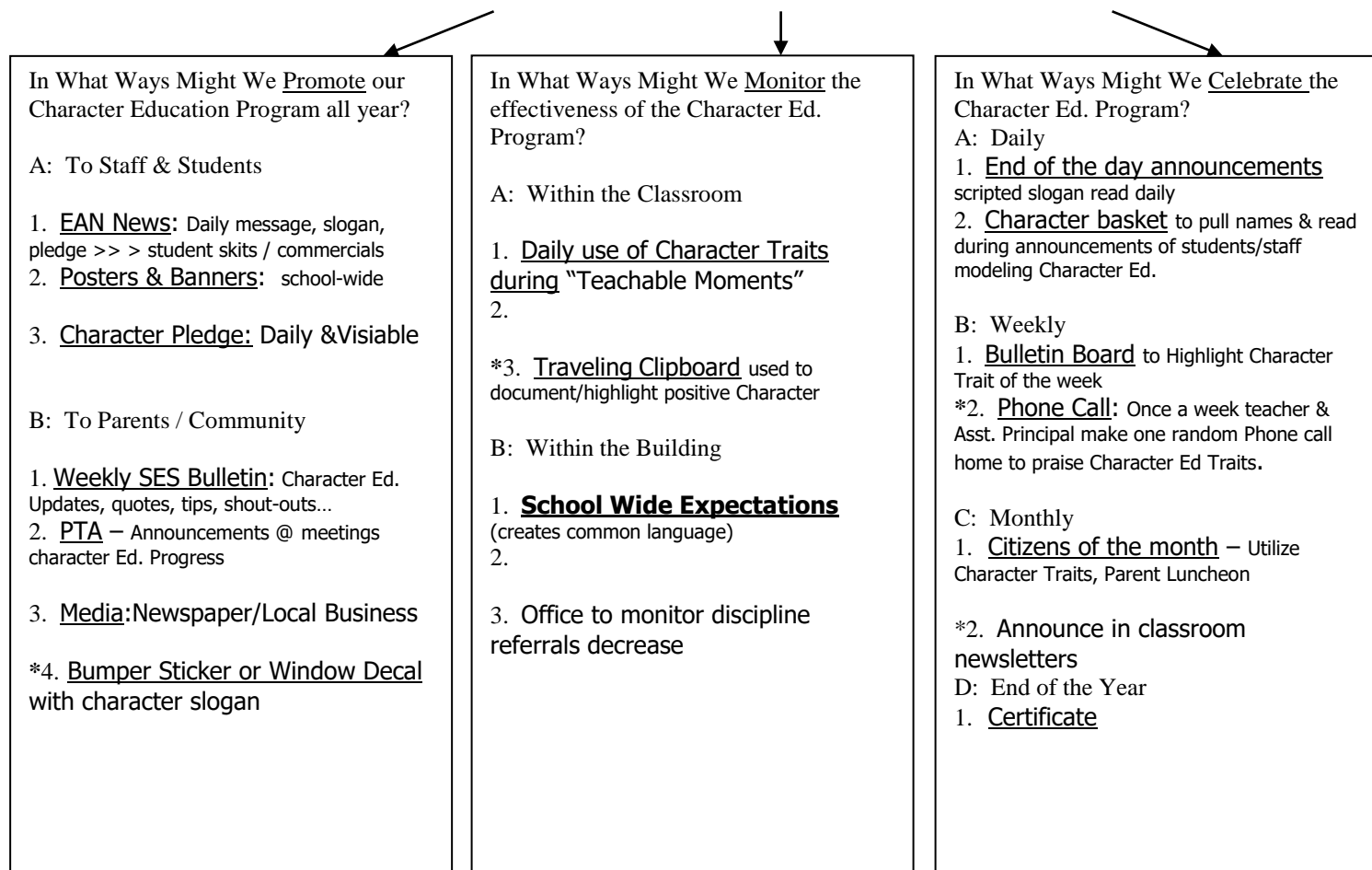
**The administrators, teachers, faculty, parents, and community will create a secure and loving environment in which all students will excel in academic standards, appreciate the arts, develop a healthy and physically fit lifestyle, and accept responsibility for their actions. The students will become self-disciplined, life-long learners and productive citizens in a global society.**

**SES**

**Students Excelling & Succeeding**

## **SES Character Traits**

- 1. Kindness**
- 2. Honest**
- 3. Responsible**
- 4. Respectful**
- 5. Problem-Solving**



Training, classes regarding bullying issues, and bus safety.

- Professional Development

Professional development programs will address issues that are relevant to the priorities of educational improvement as identified in the School's Improvement Plan and reflect the knowledge base of the profession.

Consistent and continuous links are made with the School Improvement Plan, the Indiana Professional Standards Board, and the Indiana State Board of Education. Southport Elementary School is linked in many ways. New teachers are involved in New Teacher Academy that is run by our school.

Southport Elementary is entering its ninth year utilizing the TAP model. This is the System for Teacher and Student Advancement. This structure allows for and helps fund Master and Mentor Teachers as well as performance-based incentives. Master and Mentor Teachers along with the Principal and Assistant Principal, make up the Instructional Leadership team. They provide professional development and support to teachers by implementing the TAP system of professional development as well as district initiatives. The ways that they accomplish this are through direct instruction in cluster meetings, classroom observations, model teaching, and team teaching.

Explicit strategies for setting high expectations and meeting the diverse learning needs of all students are practiced at Southport. Training activities increase educators' capacity to implement developmentally appropriate practices to establish challenging learning goals and respond to the uniqueness of each student.

## **(5) Student Achievement Objectives/Goals**

- **Attendance Rate:**

Southport Elementary School plans to continue what has been a successful focus on student attendance. Each month, students with Perfect Attendance are recognized with a special prize. Our Attendance Goal is to increase the overall attendance by 0.1% in the next three years.

<b>School Year</b>	<b>Attendance Rate</b>	<b>Projected Goal for the Year</b>
2003 – 04	96.69%	96.5%
2004 – 05	95.1%	96.6%
2005 – 06	96%	96.7%
2006 – 07	95.7%	96.8%
2007 - 08	95.5%	96.9%
2008-2009	96.01%	96.11%
2009-2010	96%	96.21%
2010-2011	96.4%	96.1%
2011-2012	96.6%	96.2%
2012-2013	97.18%	96.3%
2013-2014	97.39%	96.4%
2014-2015	97.25%	96.5%
2015-2016	97.4%	96.6%
2016-2017	97.5%	96.7%
2017-2018	97.1%	96.8%
2018-2019		96.9%
2019-2020		97.0%

**Goal - Southport Elementary School plans to continue the focus on increasing student attendance.**

Our Attendance program awards students for perfect attendance. The students who have perfect attendance all year long earn a prestigious award on awards day. We have also put in place classroom awards for perfect attendance.

- **Percentage of Students meeting academic standards under the ISTEP+ Program**

**Goal - Southport Elementary will increase its English Language Arts overall passing percentage to 66%.**

Our English Language Learner enrollment has grown to be 56% or 350 students. Of which a large portion of those students are at a proficiency level of 1 or 2. As a school community, we embrace the accountability of student progress and will meet all challenges with proactive solutions so that an even greater number of students succeed each year.

**Goal - Southport Elementary will increase its Math overall passing percentage to 60%.**

#### **(6) Specific Areas where Improvement is needed immediately.**

After careful examination of the current status of the educational programs and other Performance Indicators, we believe that we need to continue to focus immediate attention on two areas:

The first area we will focus on is on the explicit instruction of constructed response strategies so that our students can explain the thought process behind their problem solving.

The second area we will focus on will be our English Learners. We have 350 English Learners, the majority of which are at a proficiency level of 1 or 2. We will need to continue utilizing effective interventions with these students as well as revamp the interventions that aren't effective. We are also having staff trained in the SIOP (Sheltered Instructional Observation Protocol) model.

### **(7) Benchmarks for Progress**

It is the intent of Southport Elementary School to increase the number of students meeting the Indiana State Standards on ISTEP+ by 1% each year for the next three years based off the 2010 – 2011 school year. The following data represents the projected improvement for ISTEP+ Scores as they compare to the actual achievement.

Year	Math Pass Rate	State Average	ELA Pass Rate	State Average
2014-2015	63.5%	61.0%	68.9%	67.3%
2015-2016	56.9%	58.9%	70.9%	66.1%
2016-2017	59.1%	58.5%	69.6%	65.2%
2017-2018	63.4%	58.3%	75.7%	64.1%
2018-2019	59.4%	47.8%	66.6%	47.9%
2019-2020	No ILEARN COVID19 Pandemic			

**(8) Academic Honors**-This is not applicable for Southport Elementary School.

### **(9) Proposed Interventions**

The Intervention Teams reviewed the Interventions that were created for the 2001-2002 document that was turned in to the State of Indiana and made some revisions. Since that document was created, we have added Literacy Groups/Book Clubs, Mountain Math, and the Everyday Math Program to our Interventions, IXL, and Reading Counts.

Southport Elementary has also added Literacy Centers to grades K-5. These centers are intended for students to work in small groups. They are designed to strategically target skill areas. The centers are differentiated by level of rigor. We will continue to grow in the area of literacy center development.

We also have a targeted intervention time 4 out of every 6 days called Success Time which is built in to target students at their appropriate level of rigor.

### **Language Arts**

Southport Elementary will be focusing on the explicit instruction of constructed responses strategies that will impact all subject areas as it shows students how to explain their thought process. This skill will benefit the students in their ability to explain themselves on assessments such as the applied skills portion of ISTEP+. It will also benefit teachers as they will get a deeper look into the students thought process.

With the challenge of a rapidly growing EL population, we believe it is vital that we focus on Language Acquisition and Vocabulary Development.

Teachers will be trained in the SIOP Model, (Sheltered Instruction Observation Protocol), which focuses on best practices for EL learners and all learners in general. We have one staff member trained as our SIOP coach for the building. That person will be a resource for teachers and Administrators on all things related to SIOP.

Vocabulary Development will be infused across the curriculum. We will also focus on linking testing and higher-order vocabulary.

Data for progress monitoring purposes will be derived through our many different research based assessments: WIDA, ISTEP+, Acuity, MClass.

### **Math**

We have found that because we have a large number of EL Students, we have had many of these students fail the Math portion of ISTEP+. After delving deeper into that data, it is clear that the majority of the students can perform the necessary calculations, however much of the Math test contains word problems and requires a basic knowledge of English in order to understand what the problem is asking them to calculate. This is a difficult challenge to overcome.

Our school goal and professional development have focused on math instruction in the 2017-2018 and 2018-2019 school year. Our focus has been on improving our students' mathematical mindset and demonstrate a growth mindset in math. Instructionally in mathematics, we want to build collaborative dialogue, inquiry-based process, and create deep thinkers around math so they can make sense of a problem, apply a relevant strategy, and check that their answer makes sense.

### **(10) Professional Development**

- Emphasizes improvement of student learning and performance
- Professional development programs will address issues that are relevant to the priorities of educational improvement as identified in the School's Improvement Plan and reflect the knowledge base of the profession.

Consistent and continuous links are made with the School Improvement Plan, the Indiana Professional Standards Board, and the Indiana State Board of Education. Southport Elementary School is linked in many ways. New teachers are involved in New Teacher Academy that is run by our school.

Southport Elementary is entering its seventh year utilizing the TAP model. This is the System for Teacher and Student Advancement. This structure allows for and helps fund Master and Mentor Teachers as well as performance-based incentives. Master and Mentor Teachers along with the Principal and Assistant Principal, make up the Instructional Leadership team. They provide professional development and support to teachers by implementing the TAP system of professional development as well as district initiatives. The ways that they accomplish this are through direct instruction in cluster meetings, classroom observations, model teaching, and team teaching.

Explicit strategies for setting high expectations and meeting the diverse learning needs of all students are practiced at Southport. Training activities increase educators' capacity to implement developmentally appropriate practices to establish challenging learning goals and respond to the uniqueness of each student.

MSD Perry Township consistently provides professional development especially in the areas of language arts and math for our teachers. Teachers new to the township attend the "Perry Institute for Beginning Teachers".

- **Supports Research-based, Sustainable School Improvement Efforts**

The staff developed two goals to address our weak areas of Reading Comprehension and Math Computation. MSD Perry Township has created a strong Literacy Program to ensure that all teachers in Kindergarten through Grade 12 are trained in research-based programs. At Southport Elementary, teachers have been trained in the following areas to impact Reading comprehension instruction:

- Scholastic Reading Counts Program to monitor and increase independent reading levels.
- Book Clubs for K, 1 and 2 utilizing Reading Recovery Strategies
- Literacy Groups in Gr. 3, 4 and 5 utilizing the book "Moving Forward with Literature Circles"
- Literacy Centers
- Scholastic Reading Inventory
- Small Group Literacy Interventions
- Fluency Training utilizing the book "The Fluent Reader" by Tim Rasinski
- 6 + 1 Writing Traits
- Acuity to monitor student progress toward end of the year mastery of Academic Standards

Consistent and continuous links are made with the School Improvement Plan, the Indiana Professional Standards Board, and the Indiana State Board of Education. Southport Elementary School is linked in many ways.

Administrators, Master teachers, and Mentor teachers are on staff to provide professional development and support to teachers implementing district initiatives and best practices. Literacy Facilitators are on staff to assist with literature circles.

Explicit strategies for setting high expectations and meeting the diverse learning needs of all students are practiced at Southport. Training activities increase educators' capacity to implement developmentally appropriate practices to establish challenging learning goals and respond to the uniqueness of each student.

- **Aligns with the Core Principles of Professional Development**

Professional development programs address issues that are relevant to the priorities of education improvement as identified in the school's improvement plan and which reflect the knowledge base of the profession.

This includes:

1. Consistent and continuous links are made with the School Improvement Plan, the Indiana Professional Standards Board and the Indiana State Board of Education. Southport Elementary School is linked in many ways.
2. Teachers incorporate both discipline-specific and interdisciplinary approaches to teaching, assessment, and preparation for the work force. Professional growth experiences enhance educators' knowledge within and across subject areas and their ability to foster and assess student's problem solving and critical thinking skills. The following discipline-specific and interdisciplinary approaches are a part of the professional development plan for Southport Elementary School. These include Book clubs and Literacy centers for K-2, Literacy Circles for Grades Three, Four and Five, Reading Counts Independent Reading Program, and the Google Platform initiatives.
3. Explicit strategies for setting high expectations and meeting the diverse learning needs of all students are practiced at Southport. Training activities increase educators' capacity to implement developmentally appropriate practices to establish challenging learning goals and respond to the uniqueness of each student. The following is a listing of programs that we implement to meet our students' diverse learning needs: Special Needs program, High Ability program, EL program, Differentiated Instructional Strategies, and the Reading Counts Independent Reading Program.

- **Methods to Improve the Cultural Competency of Teachers, Administrators, Staff, Parents and Students.**

We will continue to make sure that we are training staff on best practices that are culturally competent. This is important as it will allow us to reach our diverse student population by allowing us to build connections in a more effective way.

## **(11) Cultural Competency Component of School Plan**

**Identify the racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups that are included in the school's population.**

The current student enrollment of Southport Elementary School is 630 and is composed of approximately 37% Caucasian; 2% African American, 11% Hispanic, 46% Asian and 4% Multi-racial. We offer Speech services to students with a Communication Disability. Our Gifted and Talented students are clustered within a regular classroom and their needs are met through differentiated instruction. Within the student body 352 students, which is 56% of the total population, are classified as English Learners. These students receive pull out and inclusion services from an English language instruction from SIOP trained teachers, an certified EL teacher or an Instructional Assistant daily.

**Incorporate culturally appropriate strategies for increasing educational opportunities and educational performance for each group in the school's plan.**

Southport Elementary is committed in increasing student achievement for each group of students listed above by utilizing effective programs and culturally competent practices in the classroom. To accomplish this goal, we will continue to collect and analyze student performance data by subject and classroom. We will ensure that our grade level curriculum is aligned with the state standards. We will then focus on mastery of the core curriculum for each of the subgroups. The following practices and programs will be implemented to address any gap in achievement for our EL students, Free/Reduced students, and our Special Education students:

- Book Clubs and Literacy Circles to increase vocabulary and language skills
- Family Math, Literacy and Technology Nights to encourage reading at home, supply reading activities for parents to do at home, and provide resources for families. We will target our Minority, EL, Special Education, and Free/Reduced students and their families.
- Everyday Math Program reaches all learning modalities and increases higher order thinking and reasoning skills.

- Expand student's understanding and appreciation of other cultures through our Special Emphasis. Each grade level studies a different continent with a priority placed on understanding cultural differences and similarities.
- Broaden the student's experience base by participation in community based Field Trips.
- Broaden the student's experience base through participation in a variety of Cultural Arts events presented at Southport Elementary School and sponsored by our PTA.
- Utilize Master and Mentor teachers to provide professional development to teachers through the practices of direct instruction, model teaching, team teaching and classroom observations.
- 6 + 1 Writing Traits across the curriculum
- Big 6 Research Model to develop thinking and problem solving skills.
- Inclusion Model for Special Education and Team Teaching to provide a varying teaching styles to students.
- IXL Computer Program to provide individualized reading and math skill work
- Scholastic Reading Counts Program to provide students with opportunities to read fiction and non-fiction books on their independent reading level. The quizzes with this program will help increase reading comprehension.
- Provide opportunities for participation in Extra-curricular activities to increase social skills, language skills, and motivate students to stay interested in school. Some of the programs include Just Say No Club, Recycling Club, Homework Club, Student Council.
- Provide experiences through various activities such as project learning, PTA Reflections, Track and Field Day, Musical Productions, Drama, DAR Junior Citizens Projects, and Philanthropic Activities.
- Instruction in the effective use of the Media Center, Internet, word processing, PowerPoint presentations, and other technology skills.
- Utilize Acuity, and Mclass to identify the areas that need additional student instruction to successfully master the Indiana Academic Standards. Monitor student progress of the identified sub-groups to ensure that they are not falling behind.

**Recommend areas in which additional professional development is necessary to increase cultural competency in the school's educational environment.**

MSD Perry Township has made a priority of closing the achievement gap among our minority students. As a staff, we will embrace change proactively by creating a culture of professional development.

At Southport Elementary we are continuing to refine our implementation of the TAP system to help drive our professional development efforts.

We are committed to meeting the learning needs of all our students. We will pay particular attention to our sub-groups so that we can close the achievement gap. Some areas that are evident at this time include the following topics:

- As a staff, we will continue our education in the diversification of instruction to meet the learning needs of all students. We will look at learning styles and create a variety of instructional strategies to address those styles.
- We will strive to strengthen the Home-School Connection by providing parent workshops on how to help your child at home with reading and math. Student Support Manager, Master and Mentor teachers and our EL Staff will be instrumental in providing these workshops and assisting our parents to be more effective.
- We will continue to use “Best Practices” in literacy to assist our sub-groups in successfully learning to read on grade level. We will use books on tape, Reader’s Theater, Reading Buddies, Marie Carbo strategies, Book Clubs, and the Reading Counts Program.
- In an effort to support the classroom teacher, we will continue to utilize Building Intervention process to create effective intervention strategies for our struggling learners. This process will address a wide variety of students from each of our sub-groups.
- Our EL Program is very effective and we will continue to utilize this model to increase the home-school connection, assist parents with academic problems at home, translate communication between home and school, and create a climate of acceptance and partnership with our Hispanic and Asian community.

**(12) Statutes and Rules to be Waived-**This is not applicable for Southport Elementary School.

### **(13) Three Year Time Line for Implementation, Review and Revision**

This is a projected timeline for the review and analysis of all school improvement efforts that are outlined in this document.

March 2016

Faculty and other stakeholders will meet to review and analyze student performance on the ISTEP+ test. Revisions to the school improvement document can be made at this meeting.

September 2017

The Southport Elementary Instructional Leadership Team will conduct a faculty meeting to revisit the school improvement document and to explain and discuss any and all revision made to the plan. A critical analysis of data and careful examination of the interventions as outlined by the document will be conducted.

November 2017

Members of the Southport Elementary Instructional Leadership Team will meet to discuss and analyze the Achievement results. They will fine-tune the school improvement document. Special attention will be given to any needs for professional development at this meeting.

March 2018

Faculty and other stakeholders will meet to review and analyze student performance on the ISTEP+ test. Revisions to the school improvement document can be made at this meeting.

September 2018

The Southport Elementary Instructional Leadership Team will conduct a faculty meeting to revisit the school improvement document and to explain and discuss any and all revision made to the plan. A critical analysis of data and careful examination of the interventions as outlined by the document will be conducted.

November 2018

Members of the Southport Elementary Instructional Leadership Team will meet to discuss and analyze the Achievement results. They will fine-tune the school improvement document. Special attention will be given to any needs for professional development at this meeting.

July 2019

Faculty and other stakeholders will meet to review and analyze student performance on the ILEARN test. Revisions to the school improvement document can be made at this meeting.

September 2019

The Southport Elementary Instructional Leadership Team will conduct a faculty meeting to revisit the school improvement document and to explain and discuss any and all revision made to the plan. A critical analysis of data and careful examination of the interventions as outlined by the document will be conducted.

November 2019

Members of the Southport Elementary Instructional Leadership Team will meet to discuss and analyze the Achievement results. They will fine-tune the school improvement document. Special attention will be given to any needs for professional development at this meeting.

## **Addendum to Address Item #7**

### **on the**

## **Submission and Assurance of School Wide Plan**

In August 2011 the MSD of Perry Township opened a Title I preschool program called the Early Childhood Academy.

- District kindergarten teachers served on the committee to organize and develop the Early Childhood Academy programs and helped coordinate the Early Childhood curriculum with kindergarten expectations.
- District kindergarten teachers work closely with the Early Childhood instructors and routinely visit the Academy to observe classes to ensure continuity between preschool and kindergarten programs.
- In May prior to the new school year Pre-K students from the district Title I Early Childhood Academy visit kindergarten classrooms at their respective schools.

List specific ways your school helps transition all pre-kindergarten students to the framework of your school that would help him/her be ready to learn.

- Date and specific topics/goals of your school's S.U.R.E. Program (Send Us Ready for Education); how are parents notified; what is the agenda; is tour of school included; highlight important and specific role parents play in the child's transition to kindergarten, etc. (You might attach the agenda and other handouts as an appendix.)
- Back to school night Programs